



The role of material and moral incentives in boosting the morale of secondary school teachers A field study at Abdelwahab Aflah Secondary School and Abderrahmane Ben Rostom Secondary School – Tiaret

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Abstract:

This study aims to identify the role of material and moral incentives in boosting the morale of secondary school teachers. The study adopted a descriptive approach, deemed appropriate for the nature of the subject. A questionnaire was used as the research instrument to investigate the relationship between the study variables based on the responses from a sample of 40 secondary school teachers currently performing their teaching duties at both Afleh Ben Abdelwahhab Secondary School and Abdelrahman Ben Roustoum Secondary School in Tiaret. Following the field study, the data were collected and analyzed using the Statistical Package for the Social Sciences (SPSS). The study yielded the following results:

- There is a statistically significant correlation between material and moral incentives and the morale of secondary school teachers in Tiaret.*
- There is a statistically significant correlation between material incentives and the morale of secondary school teachers in Tiaret.*
- There is a statistically significant correlation between moral incentives and the morale of secondary school teachers in Tiaret.*

Key words: Material incentives ; Moral ncentives ; Morale; Secondary education teachers

Le rôle des incitations matérielles et morales dans l'amélioration du moral des enseignants du secondaire : une étude de terrain menée au lycée Abdelwahab Aflah et au lycée Abderrahmane Ben Rostom – Tiaret

Résumé :

Cette étude vise à identifier le rôle des incitations matérielles et morales dans l'amélioration du moral des enseignants du secondaire. L'étude a adopté une approche descriptive, jugée appropriée à la nature du sujet. Un questionnaire a été utilisé comme instrument de recherche pour étudier la relation entre les variables de l'étude, à partir des réponses d'un échantillon de 40 enseignants du secondaire exerçant actuellement leurs fonctions dans les lycées Aflah Ben Abdelwahhab et Abdelrahman Ben Roustoum de Tiaret. Suite à l'enquête de terrain, les données ont été collectées et analysées à l'aide du logiciel SPSS (Statistical Package for the Social Sciences). L'étude a permis d'obtenir les résultats suivants :

- Il existe une corrélation statistiquement significative entre les incitations matérielles et morales et le moral des enseignants du secondaire à Tiaret.*
- Il existe une corrélation statistiquement significative entre les incitations matérielles et le moral des enseignants du secondaire à Tiaret.*
- Il existe une corrélation statistiquement significative entre les incitations morales et le moral des enseignants du secondaire à Tiaret.*

Mots-clés : *Incitations matérielles ; Incitations morales ; Moral ; Enseignants du secondaire*



Introduction:

The use of incentives dates back to the era of the Scientific Management movement advocated by Frederick Taylor in the twentieth century. Since then, the private sector has employed incentives as a means to enhance employee productivity. Incentives are the external factors, influences, and enticements that encourage an individual to improve their performance. As a result of this adapted and changing performance, their satisfaction and loyalty to the institution increase. Incentives awaken enthusiasm, motivation, and the desire to work in an employee, regardless of their field, which positively reflects on overall performance. Incentives represent a vast realm of material and moral values, serving as a central pivot for the activities of contemporary organizations within their environment. They correspond to changes in individual needs and thus represent internal personal motivators for the individual.

The human element is a fundamental factor within any institution. Institutions strive to attract highly competent human resources to achieve their objectives. Among the requirements for human resources, considering the necessity of reaching institutional goals, is the need to care for human resources by providing all their material and immaterial work requirements. These include the necessary tools and favorable working conditions, etc., as well as providing other immaterial requirements such as training, promotion, and career path improvement, etc.

Specifically, incentives are among the most crucial processes upon which an institution relies to enhance employee performance by offering material and moral

incentives. This is because material and moral incentives are strategies employed by human resources management to achieve its goals, using them as a driver to stimulate employee performance and boost their morale. When an employee's morale is high, it can foster a form of psychological and emotional stability that encourages achievement, a spirit of initiative, and the pursuit of their goals by relying on delivering their best possible efforts in this arena to achieve their personal objectives.

Several studies have highlighted these processes, including a study by Abdullah Hamad Mohammed Al-Hassas, titled "The Impact of Material and Moral Incentives on Improving Employee Performance," 2011. The researcher used a stratified random sample of 290 department heads and employees in training centers, relying on the descriptive approach. The study utilized a questionnaire as a data collection tool. Among the most important findings, regarding the most significant incentives that please employees in the Ministry of Education in the Sultanate of Oman, the study confirmed that the research subjects strongly agreed that material and moral incentives are provided to employees. These incentives include providing personal capabilities, offering transportation and housing, exceptional promotions, material recognition for achievements, an increased sense of belonging, awarding certificates of appreciation, and participation in decision-making. In light of the findings, it was evident that material and moral incentives have a significant impact on raising their morale and are considered a pleasing motivator for them (This was indicated by the study of Mohammed Hassan Youssef Al-Dajani, titled "Motivation and its Impact on Achieving Job Satisfaction," 2010). The study sample



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consisted of 134 workers in industrial sector establishments in the industrial city of Mecca. To achieve the study's purposes, the analytical descriptive method was relied upon, and a questionnaire was used to cover the study's axes. The study results concluded that there is a direct, statistically significant relationship between the application of material and moral incentives and both job performance and satisfaction in the work environment.

The present study aims to reveal the role of both types of incentives in boosting the morale of a group that plays a fundamental role in society: secondary school teachers. This inquiry stems from the following main research question:

Is there a statistically significant correlation between material and moral incentives and the morale of secondary school teachers in Tiaret?

Sub-Questions

- ✓ Is there a statistically significant correlation between material incentives and the morale of secondary school teachers in Tiaret?
- ✓ Is there a statistically significant correlation between moral incentives and the morale of secondary school teachers in Tiaret?

Study Hypotheses

- 1) There is a statistically significant correlation between both material and moral incentives and the morale of secondary school teachers in Tiaret.
- 2) There is a statistically significant correlation between material incentives and the morale of secondary school teachers in Tiaret.

- 3) There is a statistically significant correlation between moral incentives and the morale of secondary school teachers in Tiaret.

Significance of the Study :

The significance of this study lies in its focus on material and moral incentives within the institution, particularly for a crucial category of workers (employees) – secondary school teachers. The study underscores the necessity of providing them with a favorable work environment that aids in boosting their morale

1. Theoretical Framework of the Study

1.1. Incentives

Linguistically: The concept of "incentive" (*Al-Hafiz*) varies from one lexicon to another. Some lexicons define it as urging or encouragement, with its foreign equivalent being "Incitement," meaning to provoke or incite. Another etymology of the word refers to "Stimulus," meaning to prompt and arouse. A third lexicon defines an incentive as the motive that prompts an individual to perform an action (Daoud, Maamar, 2006, p. 27).

Conceptually: Incentives have been referred to as the force that stimulates an individual to perform at their best. If management can control and direct this force to elicit motivation for greater effort, it does so by establishing a specific mechanism linking the external situation, represented by incentives, and the internal situation pertaining to the work environment, the individual, and their physiological, cultural, skill-based, and cognitive characteristics in specific contexts. Among these contexts is,



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for example, job satisfaction (Al-Halabiya, Ghazi Hassan Odeh, 2013, p. 08).

Meanwhile, incentives have also been described as expressing the arousal of unfulfilled desires and needs that an employee strives to satisfy.

Furthermore, it has been added that motivation is the set of drivers that push us to do something. Therefore, as a manager, you cannot directly motivate your subordinates, but you can create or remind them of the motives that incentivize them to improve the quality and speed of their work.

Steers and Porter define the process of motivation as: "The force that drives an individual to adopt, maintain, or change a specific behavior."

In this context, Berelson and Steiner define motivation as: "An internal feeling within the individual that generates a desire to undertake a specific activity or behavior, aiming to achieve certain objectives" (Al-Halaki, Marwan Ahmed, 2014, p. 72).

1.2. Types of Incentives

1) Material Incentives

Material incentives are considered one of the oldest and most common types of incentives used. They contribute to maintaining current performance efficiency, seeking appropriate work methods, and subsequently developing them. This category of incentives involves the use of tangible, monetary matters, such as a salary increase, a bonus separate from the base salary, or an annual end-of-year bonus for the organization's employees. These types of

incentives have a strong impact on workers (Ben Saad, Mohamed, 2020, p. 637).

Another definition posits that material incentives take the form of increases in wages, bonuses, allowances, profit-sharing, paid leave, and various material insurances. Money is considered one of the most important types of incentives, as an individual can exert effort to obtain it to meet their personal and familial needs (Al-Jayyusi, 2008, p. 161).

2) Moral Incentives:

Despite the importance of material incentives, they are not sufficient on their own. Individuals differ in their motivations; therefore, an effective incentive system is one capable of developing motivational tools that align with individuals' motives and desires.

Non-material, moral incentives are considered complementary and concomitant to material incentives. They are used to complement material incentives to achieve a better level of performance. Examples of these incentives include:

- Job security and stability.
- Social and moral incentives.
- Career advancement.
- Participation in decision-making.
- Teamwork and social relationships.
- Status and prestige.

There is a significant general trend indicating that financial motives or wage systems are but one factor among a large set of factors that stimulate an employee's efficiency, and they have a limited impact. (Hassouna, 2011, p. 11)

Management relies on defining specific methods and techniques for motivating employees, in line with the nature



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of its work and surrounding environment, to enhance their efficiency, productivity, dedication, and commitment to their duties. For an incentive system to be successful, certain conditions must be met, outlined as follows:

- **Simplicity:** This means the system should be concise, clear, and understandable in its clauses, wording, and calculations.

- **Specificity:** This entails that the types of behavior being incentivized are explicitly described. It is not enough to say "produce more" or "reduce costs" or "decrease accidents"; this must be clarified through a detailed explanation of the expected types of behavior.

- **Performance Standards:** This involves establishing performance and behavior standards through studies that make these standards specific, achievable, and measurable.

- **Measurability:** Unless performance and the behaviors to be incentivized can be translated into specific, tangible terms, the system will fail, as it would be a waste of money. Therefore, behaviors, actions, and benefits must be measurable.

- **Linking Incentive to Performance:** Individuals must feel that their efforts lead to obtaining incentives, and this relationship must be clear and understandable.

- **Differentiation:** Employees should not receive the same level of incentives, otherwise, their motivational value is lost. Differentiation must be based on the amount of performance produced by the individual.

- **Equity:** An individual's incentives should correspond to their performance relative to the incentives and performance of others. Failure to achieve this equity leads to feelings of resentment.

- **Sufficiency:** There must be a base wage sufficient for the employees' needs, and the incentive system represents an addition to this wage. Furthermore, the new incentive system must guarantee an income not less than what the employee received before its implementation.

- **Comprehensive Performance Development:** This means the incentive system should encompass all types of performance excellence, such as increasing quantity and quality, reducing costs and accidents, presenting new ideas, and other various types of performance.

- **Participation:** Involving employees in developing an incentive system can increase their conviction, enthusiasm, and commitment to maintaining it.

- **Comprehensiveness:** The system, in its complete form, must include all employees within the organization.

- **Diversification:** Incentives should vary in type to be stimulating and satisfying for all needs; they include both material and moral incentives, such as thank-you letters, trips, parties, etc.

- **Control:** This means employees have full control over the tasks assigned to them, the surrounding circumstances, and the resources they use, so they can be held accountable for their performance. (Maher, 2004, pp. 252-254)

Secondly: Morale

A) The Concept of Morale:

The term morale indicates an intangible state shrouded in ambiguity, making it difficult to formulate a precise and comprehensive definition. This has caused considerable confusion and perplexity for some researchers in determining a clear definition or correct nomenclature. Therefore, some have defined high morale as the



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individual's desire to devote their time and effort to achieving the organization's goals. It has also been defined as a moral commitment by the individual to exert the necessary effort to support the organization's policies and achieve its objectives. (Kamel Barbar, 1997, p. 17)

Mansour Fahmy (1981) defines it as: "The perceived degree of satisfaction with work relationships and the composite variables these relationships contain, determined according to the importance the worker places on the components of this relationship."

Meanwhile, Mahdi Hassan Zuweilf (1982) defines it as: "That emotional predisposition which prepares employees to enthusiastically engage in shared activities with their peers and makes them less susceptible to external influences."

Whereas, Abdel Fattah Mohammed Al-Khawaja (2004) defines it as: "The general psychological orientation that dominates an individual within a group, determining the nature of their emotional responses and reactions to the surrounding factors and influences." (Abdel Aziz Ibrahim, 2013, pp. 176-177)

B) Importance of Morale:

- Morale constitutes a fundamental element of motivation, comparable in significance to increasing employee wages, profits, or providing them with services, due to its positive impacts on the worker. This leads to enhanced productivity, whether in goods or services, and contributes to the stability, cohesion, continuity, and survival of the establishment or organization.
- Morale also serves a protective role; meaning, the higher the morale of employees within the work environment, the

more it leads to a reduction in the rates of work-related injuries, absenteeism, tardiness, etc.

- Morale fosters psychological and emotional equilibrium in the worker. Research and studies have demonstrated that an employee with high morale possesses a significant degree of psychological and emotional balance, and consequently, psychological satisfaction with themselves and their surroundings, both regarding the workgroup they belong to and the nature of their work.

- Furthermore, morale renders the individual more flexible and capable of adapting to colleagues and work, interacting with others in a balanced manner, and fosters a greater desire for cooperation with peers.

- A consequent effect of an employee's flexibility, stemming from their high morale, is that communication with them is considerably easier, in contrast to an individual suffering from low morale (Abdulaziz Ibrahim, 2013, pp. 178-179).

C) Characteristics of Morale:

There exists a set of characteristics that distinguish morale from other psychological phenomena, including:

- 1) It fluctuates (rises and falls).
- 2) It can only be perceived through its effects.
- 3) It can be observed in the behavior and psychological needs of individuals.
- 4) Its effects typically only manifest within a group context.
- 5) It is a psychological state that dominates an individual's behavior.
- 6) It drives the individual towards increased effort and production when high.



- 7) It becomes a cause for diminished effort and weak production when low (Ahmed Anwar, 2017, p. 19).

D) Manifestations of Morale:

There are manifestations of positive morale and manifestations of negative morale, as follows:

1) Positive Manifestations: These manifestations, as outlined by the author, consist of the following elements:

- * The inclination of group members towards cooperation and cohesion spontaneously, not as a result of external authority.

- * The existence of a minimal degree of conflict and friction among its members, leading to the absence of widespread division and fragmentation.

- * The group's ability to adapt to changing circumstances, and the inclination of its members to resolve internal disputes in a manner that restores the group's unity and cohesion.

- * The prevalence of a sense of belonging among group members - a feeling resulting from the individual's identification with the group and immersion in it, because it satisfies their motives and needs and enhances their sense of security and self-confidence.

- * The existence of common goals that everyone works towards achieving.

- * The presence of positive psychological attitudes towards the group's goals and its leader (Kamel Mohamed, 1996, p. 155).

2) Negative Manifestations: Indicators of low morale - as previously mentioned - include slowdowns, work stoppages, resignations, high rates of absenteeism and

tardiness, and violation of regulations. These are all merely signs and indicators pointing to anxiety or performance instability, which requires studying specific cases separately, outlined as follows:

Lack of Interest: A general lack of interest in work is among the most significant factors causing performance instability... This often expresses itself as fatigue, boredom, etc. Thus, fatigue and boredom enter as factors influencing morale.

Labor Turnover: This is one of the oldest forms of performance instability. The hiring, termination, and replacement of personnel leads to instability.

Grievances and Complaints: These are simultaneously an indicator of dissatisfaction and a means of reducing it. Grievances represent situations where individuals perceive injustice; in this case, they are considered a direct indicator of low individual morale.

Work Stoppage: Strikes are considered the most evident manifestation of instability in production. Not every work stoppage is a strike; there is also sit-down action, which often precedes a strike.

Absenteeism: An increased rate of absenteeism is a phenomenon worthy of study as a manifestation of low morale. Under normal circumstances, the average absenteeism is six days per year for hourly-wage employees, representing a rate of 3%. This rate varies depending on personal characteristics, type of work, industry, and climate. However, if absenteeism exceeds the expected rate, the personnel management must study the causes leading to the increase (Kamel Barber, 1997, pp. 20-21).



.2. Methodology and Tools

2.1. Research Design, Instruments, and Study Limitations:

This study adopted a descriptive research design, as it aligns with the study's objectives. A questionnaire was utilized as the primary instrument for data collection. The questionnaire was administered to a sample of 40 teachers from two secondary schools: Abd al-Wahab Aflah and Abd al-Rahman Ibn Rustom, located in the city of Tiaret. The data collection was carried out in February 2023. The following section outlines the key characteristics of the core study sample:

Table No. (1): Shows the characteristics of the basic study sample

Gender	Count	Percentage	Age	Count	Percentage
Male	13	32.5%	[29-39]	23	57.5%
Female	27	67.5%	[40-48]	08	20.0%
			[49-59]	09	22.5%
Total	40			100%	

Source: Prepared by the researcher.

It is evident from the previous table that the female category outnumbers the males, which is consistent with the nature of the field of study represented by secondary education, which is characterized by a significant presence of women. Furthermore, the majority of the sample members are from the youth category, consistent with the results shown in the table, especially in light of the policies

adopted by the supervisory authorities in employing degree holders in the education and teaching sector in general to undertake teaching tasks.

Secondly: Operational Definitions:

1. Material Incentives: These are the driving and encouragement of teachers to perform their work better through granting financial raises, providing financial subsidies, and offering financial compensations in various situations, which are represented in the questionnaire as material incentives.

2. Moral Incentives: These are incentives represented by promotions, certificates of appreciation, good treatment, the feeling of pride and satisfaction resulting from performing a certain task, and placing the teacher in a position of trust, which are represented in the questionnaire as moral incentives.

3. Morale: This is the emotional readiness that prepares the teacher to engage enthusiastically and share with their colleagues in their activities. It is the set of elevated positive feelings among secondary school teachers, which are represented in the morale questionnaire.

Thirdly: Validity and Reliability of the Study Instrument:

The initial version of the instrument contained 46 items divided into two axes:

* The first axis pertains to material and moral incentives and consists of 16 items.

* The second axis pertains to morale and consists of 30 items.

Internal consistency validity and reliability were calculated using Cronbach's Alpha coefficient. The results indicated



that the questionnaire possesses the required validity and reliability, and therefore all items were retained.

3. Presentation and Interpretation of Results

3.1. Presentation of Results

First: Presentation of the Results of the First Hypothesis:

Which states: There is a statistically significant correlation between material and moral incentives and the morale of secondary school teachers in Tiaret.* The Pearson correlation coefficient was used, and the results indicated the following:

Table (02) shows the Pearson correlation coefficient between incentives and morale.

Variable	Mean	Standard Deviation	Pearson's R	Level of Significance
Incentives	97.49	96.11	44.0**	01.0
Morale	05.69	50.16		

Source: Prepared by the researcher.

We observe from the table that the value of Pearson's correlation coefficient between incentives and morale is estimated at **0.44 at a significance level of 0.01**. This is a statistically significant value that confirms the existence of a correlational relationship.

Secondly: Presentation of the results of the second hypothesis:

Which states: There is a statistically significant correlation between material incentives and the morale of secondary school teachers in Tiaret. Pearson's correlation coefficient was used, and the results indicated the following:

Table (03) shows the correlation coefficient between material incentives and morale.

Variable	Mean	Standard Deviation	Pearson's r	Level of Significance
Material Incentives	27.20	99.6	34.0**	05.0
Morale	05.69	50.16		

Source: Prepared by the researcher.

From the table, we note that the value of Pearson's correlation coefficient between material incentives and morale is estimated at 34.0 at a significance level of 0.05, which is a statistically significant value confirming the existence of a correlation.

Third: Presentation of the results of the third hypothesis:

Which states: There is a statistically significant correlation between moral incentives and the morale of secondary school teachers in Tiaret. Pearson's correlation coefficient was used, and the results indicated the following:

Table No. (04) shows the Pearson correlation coefficient between moral incentives and morale.

Variable	Mean	Standard Deviation	Pearson's r	Level of Significance
Moral Incentives	70.27	63.5	52.0**	01.0
Morale	05.69	50.16		

Source: Prepared by the researcher.

We observe from the table that the value of Pearson's correlation coefficient between moral incentives and morale



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is estimated at $**0.52$ at a significance level of 0.01^{**} , which is a statistically significant value confirming the existence of a correlational relationship.

3.2. Interpretation of Results

First: Interpretation of the Results of the First Hypothesis:

Hypothesis Statement: There is a statistically significant correlational relationship between material and moral incentives and the morale of secondary school teachers in Tiaret.

Based on the results obtained in Table (01), which showed that Pearson's correlation coefficient is estimated at 0.44 at a significance level of 0.01 , a statistically significant value confirming the existence of a statistically significant correlational relationship between material and moral incentives and the morale of secondary school teachers. Therefore, we can say that the morale of secondary school teachers is directly affected by the incentives provided to them by the institution. In other words, it is confirmed that the incentive factor, whether material or moral, is related to raising the level of morale. Many researchers have indicated the existence of a relationship between incentives and morale, and between incentives and several other factors such as satisfaction, performance, and commitment. Among these studies is a study by Jawadi Hamza entitled "Material and Moral Incentives and Their Impact on Morale, 2005-2006: A Field Study at the Hauts Plateaux Company in Sétif," on 86 workers using the descriptive-analytical method. The tools used were scientific observation, interviews, questionnaires, documents, analytical techniques, and data analysis techniques. The following results were reached:

Providing material incentives leads to raising morale; material living conditions affect morale negatively or positively; preserving job positions leads to raising morale. The researcher proved all hypotheses, and thus, there is a relationship between material and moral incentives and morale. From the above, it becomes clear to us that the institution's interest in the material and moral incentives it provides to employees in the education sector in general, and secondary school teachers in particular, is crucial due to the psychological motivation it creates, stimulating feeling and boosting the teachers' morale to work more and deliver specific productivity, especially since pedagogical work is one of the tasks that requires good mental health and high morale.

Second: Interpretation of the Results of the Second Hypothesis:

Hypothesis Statement: There is a statistically significant correlational relationship between material incentives and the morale of secondary school teachers in Tiaret.

Based on the results obtained in Table (02), which shows that Pearson's correlation coefficient is estimated at 0.34 at a significance level of 0.05, a statistically significant value confirming the existence of a statistically significant correlational relationship between material incentives and the morale of secondary school teachers. Therefore, we can say that material incentives, represented by salary increases, financial bonuses, healthcare, transportation, obtaining a certain percentage of profits, etc., may raise the level of morale and thus may increase performance. Failure to provide these incentives may make the worker feel dissatisfied, as indicated by a study by Mervat Tawfiq



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Ibrahim Awad Allah entitled "The Impact of Motivation and Its Role in Achieving Employee Satisfaction, 2012," a Master's thesis, a field study in the Subscriber Accounts Department of Gaza Municipality, on 80 workers using stratified random sampling and the descriptive method. This study used a questionnaire as a data collection tool. The most important findings were as follows:

- Material incentives are provided to employees to a limited extent, and the researcher recommends paying more attention to material incentives.

- There are three material incentives sometimes provided to employees: travel allowances, periodic bonuses, and health insurance. The researcher suggests supporting their application and paying attention to other material incentives.

- There are material incentives never provided to employees, the most prominent of which are: in-kind gifts, in-kind material prizes, housing, loans, and cash amounts. It is clear from the above that material incentives are provided in limited proportions to secondary school teachers.

The institution must pay attention to the material aspect because it is the main driver that pushes them. Material incentive affects the worker himself, leading to achieving his satisfaction and fulfilling his essential, psychological, and social needs, providing distinguished performance, and thus improving his living conditions and work and life circumstances. The more material needs are available and appropriately satisfied, the higher his job satisfaction rate, especially among secondary school teachers.

Third: Presentation of the Results of the Third Hypothesis:

Hypothesis Statement: There is a statistically significant correlational relationship between moral incentives and the morale of secondary school teachers in Tiaret.

Based on the results obtained in Table (03), which shows that secondary school teachers have a correlation coefficient estimated at 0.52 at a significance level of 0.01, a statistically significant value between moral incentives and the morale of secondary school teachers. Therefore, we can say that incentives represented by promotions at work, honorary plaques, vacations, good treatment, feeling of pride and satisfaction resulting from doing a job, and making the person feel valued... etc., these factors may contribute significantly to raising morale to a great extent. This is what was indicated by a study entitled "The Impact of Informal Communications on the Morale of Contract Workers, 2005." The researcher relied on the descriptive-analytical method. The study sample was a purposive sample limited to work groups in production departments, totaling 360 workers. Among the most important results reached, it became clear that the moral needs of the workers are not met. The moral needs, represented by meeting for workers' complaints and suggestions, their contribution to decision-making related to work, obtaining promotions, and specialized training courses to increase their level of knowledge and abilities, are all, according to the workers' opinion, not encouraging and not available. They play a major role in raising their morale through their feeling of appreciation, respect, and concern for them as members of a group and not as machines of production. Consequently, the more moral needs are available to workers, the more this is evidence of high morale, and vice versa. From the above, it becomes clear to



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us that moral incentives must be available in any institution, and especially their availability for secondary school teachers is essential to raise morale, due to the psychological comfort they achieve within the institution. They are among the most important psychological motivators that stir feelings of stability and satisfaction in the teacher, making him always progressing and delivering better productivity than before. When moral incentives are available to secondary school teachers fairly and according to just and objective foundations and standards, then motivation leads to job satisfaction.

Conclusion:

Through our study of the subject of material and moral incentives and their impact on morale at the secondary schools "Aflah Ben Abdelwahhab" and "Abderrahmane Ben Roustoum" in Tiaret, and by referring to the data and results of the hypotheses, it became clear to us that incentives play a role in developing the morale of secondary school teachers in the two institutions. They are diverse, including material and moral. It also becomes clear to us that an institution that relies on an incentive system creates a kind of feeling of belonging and pride in the teacher, which drives him to loyalty and offering his best. Therefore, we emphasize the necessity of adopting an incentive system as a mechanism for managing human resources within the educational institution, creating a kind of competitive spirit, enhancing roles, and developing a spirit of creativity among secondary school teachers.

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